



Springvale Primary School

Policy Title: Curriculum, Learning and Assessment

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**Signed by:
Chair of Governors**

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SPRINGVALE PRIMARY SCHOOL

Curriculum, Learning and Assessment Policy 2022



Introduction

This policy has been formally adopted by the governors of Springvale Primary School. It was initially presented as a model policy by B.M.B.C. and it has been accepted or adapted to reflect our practice.

Aims and Principles

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

Aims of the school

- **Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.**
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

Background Information


Springvale Primary School is a caring and open school, where parents, children, staff and the wider school community all know that their views and needs will be listened to, in both education and personal areas.

Rationale of this Policy

To demonstrate how key leaders provide structure and support for all pupils and staff to learn well and reach high standards across the entire school curriculum. The policy will set out how pupils are assessed across the curriculum so that we support them to achieve their full potential throughout the school.

Curriculum:

We cover the aims set out in the Development Matters across the EYFS and the National Curriculum for Key Stage 1 and Key Stage 2 with significant additions that we believe support our children to become confident young people who are ready to be happy, thriving and successful citizens of the future.

Literacy	Physical and Creative	Our Curriculum 2022-25	STEM (science, technology, engineering and maths)	Personal Development
<ul style="list-style-type: none">• Speaking and listening• Phonics• Reading• Writing• GPS (grammar, punctuation and spelling)• Drama• Humanities• Modern foreign Languages	<ul style="list-style-type: none">• PE games• PE movement• Music• Art• Design Technology	 <p>Play Learn Achieve TOGETHER</p>	<ul style="list-style-type: none">• Mathematics and Reasoning• Using and applying science• Scientific knowledge• Computer users• Computer programmers• Online Safety	<ul style="list-style-type: none">• Wellbeing• Faith• Citizenship• Community Spirit• Leadership

Our curriculum focuses most significantly on the core academic skills of reading, writing, mathematics and science. We use ICT to engage pupils in their learning and pupils are increasingly given opportunities to develop their technological skills to improve, develop and present their work to the best of their ability. We believe that the foundation subjects are vitally important to a well-rounded and balanced education. We link the core curriculum skills of reading, writing and maths with foundation subjects wherever possible to ensure that pupils are given as many opportunities as possible to apply their developing key skills. In science, for example, pupils write full reports linked to their investigative work. We plan lessons that cater for all pupils in each unique cohort and we encourage children to work and learn together through discussion and active collaboration as set out in school aims.

We use a wide range of engaging and exciting experiences to ensure that our pupils are keen to learn and achieve well in all subject areas across the curriculum. With this in mind we make every effort to link high quality indoor and outdoor environments with extra-curricular opportunities and visits in or out of our school setting. We aim to make learning as close to real-life experiences as possible to make it meaningful. Through everything that the school offers we aim to promote independence and a love of learning for life.

Our teachers are all leaders and they are responsible for leading an area of their own expertise. Teachers act as subject leaders and they monitor standards in each area of the curriculum and support their colleagues to improve provision and increase participation of their subject through high quality lessons in this subject. All subject leaders have developed and refined a 'vision' for their subject area that sits alongside this policy. Best practice will be shared and leaders will have a clear picture of standards in their subject as well as a plan to move the subject forward further.

Planning:

Teachers plan in three stages:

1. Long Term Planning- this maps out our curriculum for the whole year and shows where curriculum themes and topics will be taught and when. This along with our weekly timetables ensures that all subjects have the time that they need and deserve.
2. Medium Term Planning- this breaks the learning down into objectives and shows the progression of knowledge, skills and vocabulary that are being developed across each subject as child move from one age

group to another and across whole key stages. These are devised and monitored by our subject leaders who are experts in their allotted curriculum field.

3. Weekly planning- in reading, writing, mathematics and science teachers make clear plans for their class to ensure that learning is well matched to pupils needs. The whole process of learning is detailed from teaching input, through the facilitation of independent learning to an effective plenary. Pupils are often involved in the evaluation of their work through collaborative talk or peer assessment. Teachers plan using learning objectives based on the key knowledge that pupils must know and remember to be successful. Well-matched tasks, questions or group activities allow pupils to demonstrate good progress against relevant learning objectives from across the curriculum.

Teaching and Learning:

Detailed below we make clear what high-quality learning at Springvale Primary looks like in phonics, reading, writing, spelling and mathematics. In all lessons teachers are keen to:

- Quickly, succinctly and effectively revisit prior learning, addressing any misconceptions where required
- Introduce new learning in a way that engages and enthuses all pupils
- Demonstrate high expectations of all learners through appropriately pitched learning activities
- Match all tasks to meet the needs of all pupils, including support or scaffolding where required
- Where possible, always make learning relevant and link to real life
- Create rich and regular opportunities for pupils to use and apply their skills
- Use support staff effectively to enable all pupils to achieve to the best of their ability
- Quickly devolve the responsibility for learning to the children...I do, we do, you do together, you do independently is the chosen model to do this
- Build opportunities for pupils to work collaboratively into their daily practice
- Always ensure that pupils are given rich opportunities to communicate and discuss their work and what they must do next to improve
- Systematically check the understanding of pupils and respond quickly and effectively where necessary
- Verbally report back to pupils about their progress and celebrate what is working well
- Ensure that all adults in class (and pupils, where relevant) ask high quality questions that enable learning to move on at a great pace
- Plan effective plenary activities to evaluate learning and associated achievement and progress

High Quality Phonics Teaching and Learning, will be:

Systematic

Discrete

Encompassing reading, spelling and handwriting.

A High Quality Phonics Lesson should contain:-

Revisit and review: *Practise previously learned graphemes*

Teach: Teach new graphemes / phonemes, common exception words, letter formation

Practise: Practise blending and reading words with new grapheme or common exception words; Practise segmentation and spelling words with new grapheme or common exception words. Practise forming letters correctly and lead into joining.

Develop fluency and expression in reading.

Apply: Read or write sentences using the common exception words and words containing the 40+ sounds

Assess learning against criteria

EYFS, KS1 and KS2 Phonics

Our youngest children in Nursery begin their phonics learning through listening games, rhyming games and the development of their skills in distinguishing between one sound and another, as they are ready. Children are taught in smaller groups and many move into F2 identifying some letters and initial sounds. Children and parents are encouraged to take home and enjoy early reading activities such as Nursery Rhyme games. In F1, children are

encouraged to read their own names during self-registration, progressing to writing their name in the term prior to entering F2. F1 have 'language bags' to take home to aid early language and letter recognition skills. Children in our classes from F2 to Y2 are grouped according to their phonic ability and taught discrete phonics daily for 30 minutes following the *Read, Write, Inc* strategy (this is our phonics scheme that we follow in school to plan and deliver quality phonics work across each class). Phonics lessons will be taught with pace, so children are able to learn and apply skills immediately. Children should have a balance of reading and writing in phonics sessions. Correct letter formation is modelled and taught from the very beginning, as we aim for children coming into Year 1 to be writing letters with ease and accuracy. As children learn letter sounds they will begin blending VC (vowel-consonant e.g. i-t) words and CVC (consonant-vowel-consonant e.g. c-a-t) words together orally at first and then by reading and writing. Children will then begin to read or write simple 'ditties' or captions using their familiar sounds. Pupils will then move onto *Read, Write, Inc* storybooks to develop fluency, word recognition and blending.

Parents are encouraged to support their child with phonics / reading and we offer a number of workshops, meetings, home to school books, reading games and then our banded home reading books to encourage regular practise. Each week, from F2 to Y2 children take home letters and/or words to practise as homework. To promote and embed a love of early reading across the EYFS, key authors (The Super Six) are used as key content in our curriculum provision and regularly revisited.

Pupils are regularly assessed regarding their phonics understanding and re-grouped, allowing for the teaching to be well-matched according to their individual needs. As children move onto book bands, we use the benchmarking assessment to ensure their reading abilities and comprehension are progressing as we would expect and this enables us to group children for guided reading sessions.

We aim to ensure that the vast majority of pupils meet the age-related expectation in phonics by the end of Year 1 and children are in a strong position to access the reading materials in the SATs at the end of KS1. Children who require more time to reach these expectations will be supported with their phonics into Year 2 through read, write inc groups and then by intervention groups in Year 3.

Writing in EYFS and Key Stage 1

Children should be exposed to a text rich environment and have plenty of opportunity to practise their writing in order to foster a passion for it. Continuous provision from EYFS into Year 1 allows children to 'have a go' using a range of writing tools for mark making, handwriting patterns, letter formation and early writing. Writing often overlaps into other areas, such as role play, construction and small world play, so children have purpose for writing. Adults modelling writing to children throughout their play is very powerful and encourages children to copy.

Children should have the opportunity to see adults writing and be taught in guided writing sessions as often as possible. Teachers plan exciting 'hooks' for writing, in order to engage children and make writing meaningful to them. Our daily phonics sessions support letter formation, spelling and lead to the writing of sentences with correct punctuation. As their phonics understanding increases, so should their independence and accuracy. Children will be able to write letters for the sounds heard, segment in order to spell words and also spell common exception words.

Spelling patterns and the common exception words are taught within Key Stage 1 (according to the N.C. English appendices) and children begin to learn these at home as part of their homework.

From Reception class, each child writes a piece of independent work for assessment half termly, which enables the teacher to plan next steps for learning. In Year 2 this builds up a portfolio of writing that is used for making a teacher assessment of their attainment at the end of the year.

High Quality Teaching and Learning throughout Mathematics:

From F2 to Year 6 we follow a mastery approach to mathematics. Pupils in nursery learn early number facts and related mathematical vocabulary.

Our aims are that all children will:

- Achieve
- Recall and confidently use number bonds including times tables facts
- Become confident in handling number, calculation, geometry, measures and statistics
- Be confident with key vocabulary and have confidence in explaining their working out
- Use maths to solve everyday problems

- Know that mistakes help them learn
- Know that trying different strategies can help them solve problems
- Make connections across different areas of maths

Maths mastery learning is engaging and has a relevance to the lives of our pupils. Mental maths skills are developed through speedy and regular practice where pupils respond to questions by organising their mathematical working and calculating mentally. Maths mastery learning should allow pupils to communicate and check the quality of the work and the accuracy of their answers. A systematic calculation policy is in place that allows each year group to build on the learning undertaken in previous classes. The four calculation skills should be prevalent in learning wherever possible, even when pupils are currently learning about geometry, measures and statistics.

In FS we aim to develop a strong grounding in number, developing a deep conceptual understanding of the numbers to 10, the relationship between them and the patterns therein. Children are provided with frequent and varied opportunities to apply this knowledge and understanding through play and exploration and during taught sessions.

Pupils learn to apply arithmetic skills, calculation strategies and to use mathematical vocabulary when solving problems. Teachers use focussed questioning as part of the daily maths lesson to ensure that pupils can make the links necessary for deeper understanding and fluency. In Key Stage 2 pupils are encouraged to self-mark their maths work so that they can see the progress that they have made throughout the lesson and across a wider topic. Misconceptions are identified and addressed within the maths lessons or followed up during the same day. Formal assessments are used to help pupils and staff to measure the progress that pupils are making within units and across the year.

Key Stage 1 guided reading

Pupils are placed into small groups (of ideally 5 or 6 children) and taught through a range of fiction, non-fiction and poetry texts by either the class teacher or teaching assistant. The texts will be the book band above the child's home reading book, as the purpose is for challenge through a carefully planned and supported session, therefore children are reading with peers of a similar reading ability.

A range of reading strategies are taught through modelling and children are praised for using these with increasing independence. Children then have opportunity to recall and discuss what has been read. This also includes reasoning about what is happening, the definition of unfamiliar words, prediction about what may happen next and a greater understanding about the characters. In non-fiction books, children begin to understand and identify key features typically found.

Guided reading sessions will be built up as the children gain independence, leading to whole class sessions in Year 2. A variety of carefully planned questions are a significant part of guided reading sessions. Children are asked questions where they need to retrieve the answer from the text and also where they infer the answer from what has been read. Termly objectives are shared with parents and these are sent home as bookmarks.

Key Stage 2 VIPERS

Every half term each class in Key Stage 2 will choose a challenging and engaging class book. Every day, for 30/40 minutes, children take part in VIPERS sessions. VIPERS is an anagram to aid the recall of the 6 reading domains as part of the reading curriculum. They are key areas which we feel children need to know and understand in order to improve their comprehension of texts. VIPERS stand for: Vocabulary, Infer, Predict, Explain, Retrieve and Sequence or Summarise. The 6 domains focus on the comprehension aspect of reading and is a method of ensuring that teachers ask, and pupils are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the pupil's responses to these which allows for future targeted questioning.

VIPERS

Vocabulary Questions: Pupils are to give/explain the meaning of words in context.

Teachers also encourage pupils to explore new language by using dictionaries and by discussing new/unfamiliar words with each other. Pupils also highlight any difficult vocabulary or choice of words used by the author. Developing readers are prompted to use comprehension skills; skimming, scanning, re-reading, checking for organisational features, etc.

Inference Questions: Pupils are to make inferences from the text/explain and justify inferences with evidence from the text.

Prediction Questions: Pupils are to predict what might happen from details which are either stated or implied.

Explanation Questions: Pupils identify/explain how information/narrative content is related and contributes to meaning as a whole. Identify/explain how meaning is enhanced through choice of words or phrases and to make comparisons within a text.

Retrieval Questions: Pupils are to retrieve and record information/identify key details from fiction and non-fiction texts.

Sequence/Summary Questions: Pupils are to summarise/sequence main ideas from more than one paragraph.

Monday and Friday sessions are based on the class book, Tuesday, Wednesday and Thursday sessions use a variety of fiction and non-fiction texts including: poetry, playscripts, instructions, recipes, biographies, autobiographies, narrative non-fiction and historical non-fiction etc.

Monday questioning on class novel: Recapping, explanation of authorial intent and ending with a PSHCE question

Tuesday questioning on linked text: Inference and retrieval

Wednesday questioning on linked text: Inference and retrieval

Thursday questioning on linked text: Inference and retrieval

Friday questioning on class novel: Prediction and summarising/sequencing

Reading

All lessons will start with a simple recall quiz that refers back to everything covered in the text so far. Through the week all children will be heard reading aloud. This could be in the form of basic reading aloud, echo reading, choral reading or drop ins. The teacher will always model to children about good reading aloud to make sure they are filling the room with their voice and will model self-correction; however, the children should do the majority of the reading aloud. Pupils discuss any new vocabulary they have come across in texts and its meaning. We have identified key authors for Y1-Y6 to learn about across a two-year cycle.

Individual Thinking

Each child will have their own VIPERS writing book and will use it to record their answers to either one or two-part questions. The questions will usually have a right answer and it is up to the teacher's discretion about what questions needs to be individual or partnered. They must be answered in silence-while the teacher circulates and checks the answers to address any misconceptions as well as challenge children. Children will be reminded that they may need to make reference to the text to support their answers. At the end of the individual thinking time the answers to the questions are given orally and children either agree, build on or challenge-making sure they are also given time to correct and reflect. The modelling of answering how the questions were found may be done by the teacher or a peer.

Pupils will be given a task to consolidate their understanding of the text from their guided reading session. They will review the use of particular strategies, revisit questions that were asked, identify issues that need to have further discussion or clarification and identify the use of language and features. These tasks will be evaluated by the teachers to gain a better understanding of how well the pupils have comprehended the text.

Reading Assessment

Formative assessment is completed daily during each VIPERS session.

Summative assessment in reading is completed twice a year in the Autumn and Summer Term.

All children on the reading book band scheme will be benchmarked at least once a term.

High Quality Teaching and Learning throughout Literacy

At Springvale Primary School we recognise that a high quality writing lesson should:

- Have a clear, specific learning objectives that feed into differentiation-whether that be by task, outcome, support or expectations-to ensure progress for every pupil.
- Include highly engaging activities which should be used to hook the children into their writing using formats such as: high quality writing models (written by acclaimed authors/poets), pictures/photographs, video clips etc.

- Wherever possible pupils should have purpose for their writing- this may include writing about exciting trips or activities the pupils have completed in class.
- Provide pupils will high quality written models of the kind of writing expected.
- Pupils are encouraged to write at length several times throughout the week in their writing lessons. They are also encouraged to write at length in other areas of the curriculum.
- Use clear explanations and ensure the development of subject vocabulary, which is revisited as often as is necessary to make every pupil comfortable with its use.
- Allow the pupils sufficient time to practice new learning and skills.
- GPS (Grammar, Punctuation and Spelling) should be taught alongside the teaching of writing.
- Pupils are encouraged to explore their use of language and be specific with their choice of language when writing.
- Offers appropriate challenge to extend the more able.
- Allow the pupils to self-evaluate their work and use purple pen to make corrections.
- Allow pupils to proof read and edit their work using an orange pen to make changes.
- Give the children time to evaluate their learning and to what extent the lesson objectives have been achieved.
- Use assessment of understanding and progress (both formative and summative) to provide a valuable learning opportunity.
- Draw on a wide range of teaching and learning activities in order to tap into the learning styles of the different students in the class.
- Be interactive and enjoyable!

The pupils will have time to consolidate and develop their writing skills through curricular links (e.g. report writing in science, recounts of historical events etc). At Springvale each pupil completes 6 assessment pieces of writing each year, which is used to map their progress and attainment.

Spelling KS2

In KS2 they follow the Jane Considine 'The Spelling Book' scheme of work, which ensures that all the National Curriculum fundamentals are covered. The Spelling Book system exceeds all expectations around making the teaching of spelling effective, and 'stick-able' for children. All of the concepts, activities and tasks within the scheme have been designed to increase 'stickability' and retention of vocabulary.

Each class complete daily and weekly spelling activities that are built on the fundamentals of teaching spelling with strong phonic foundations. The lessons are organised into a week-by-week series of activities. The children are able to self-assess and monitor their own strengths and weaknesses in spelling. Through using the quality materials and comprehensive guidance within 'The Spelling Book', children will develop expertise and fluency. The lessons are adaptable, engaging and thorough.

Handwriting:

There should be a consistent approach to handwriting in every class, by every teacher, throughout the whole school. As children are introduced to letter sounds, in the EYFS, the correct formation is taught and practised. We use the Read, Write, Inc. formation ditties to aid memory. Regular discrete lessons in handwriting are to be undertaken in all F2-Y2 classes and weekly sessions in KS2 with emphasis on good handwriting present within all written tasks across the curriculum. It is important that a fast, fluent hand is promoted. First priority should be legibility and the second speed. KS1 should focus primarily on the size and orientation of letter formation before extending onto cursive script. KS2 should be taught to use the joins and work on the speed at which they complete writing.

Display/learning environments

We use display boards and additional spaces in classrooms and around school to support learning and celebrate the work of pupils. While some displays are fixed and share class information, teachers are encouraged to share the creativity of pupils and staff through the environments they create. Within classrooms, staff are expected to ensure that the learning environments combine pupil work and working walls to support learning and promote high standards. Each classroom will capture the current learning across the curriculum, to act as an *aide memoir* for pupils about key knowledge in the foundation subjects. These central areas are divided between staff and curriculum subjects so that responsibilities are clear. Where there are computers, we ensure that key e-safety messages and online etiquette are shared with all stakeholders.

General Marking and Feedback etiquette

- Use legible and appropriate handwriting
- Use a green pen for teacher marking

Marking and Feedback

Feedback and marking in the Early Years Foundation Stage (EYFS) is age-appropriate with children given immediate verbal feedback, in the moment, as adults scaffold learning through both play and exploration and more formal 'taught' sessions. Updates are provided to families (who are encouraged to comment and contribute further to the learning journey) through the Tapestry system.

In all other classes we focus on lots of rich, high quality verbal feedback at the point of teaching and recognition of good work through reward systems. Teachers are encouraged to 'tick and talk' as pupils are working and provide more specific feedback, as well as reshaping learning strategies, where a pupil needs further advice or support. Teachers will mark and level longer pieces of written work regularly across the academic year to build a profile of writing attainment for each child.

We define 'feedback' as sharing with pupils what has been successful within today's learning and what a child can do next to continue to make further progress or improvements.

Aims of Assessment

Springvale Primary School values the success and achievement of every pupil and we strive to ensure that each child realises their full potential. Assessment allows us to track an individual's progress on their learning journey. The focus of assessment is on teachers and pupils gaining clear knowledge and understanding of what pupils have learned as distinct from what teachers have taught in the lesson. We recognise that the teacher's assessment and the pupil's own assessment are both central functions in the learning process.

Information gained from different forms of assessment serve many purposes. Assessment can be used to inform pupils, parents and outside agencies of an individual pupil's attainment and progress. Effective assessment procedures provide the means for identifying strengths and weaknesses in pupils' learning and narrowing the learning gap, thereby creating a positive impact on pupils' attitudes and motivation. Assessments can also assist the school in setting appropriately challenging targets and can serve as an aid in evaluating the school's overall effectiveness. The intention is to lead to an improvement in the provision the school makes for its pupils and the standard they achieve.

As a school we believe the following statements show the purpose of assessment:

- To help the teacher to evaluate the provision of the curriculum and the way in which it is taught to promote excellent learning
- To identify the needs of each individual child in order to raise their achievement
- To plan the future learning for each pupil through review and target setting
- To provide feedback to the pupil and identify individual achievement through the use of steps to success
- To help our children recognise the standards to aim for, and to understand what they need to do next to improve their work
- To enable our children to demonstrate what they know, understand and can do in their work
- To enable children to take responsibility for their own learning and to involve them in assessing their own progress through pupil self-assessment strategies
- To provide regular information for parents that enables them to support their child's learning
- To provide the Headteacher, Senior Leadership Team (SLT) and Governors with information that allows them to make judgements about the effectiveness of the school.
- To provide information and evidence for moderators and external agencies

Types of Assessment:

The school recognises that different forms of assessment are used for different purposes.

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

Summative: These occur at defined periods of the academic year such as pre-determined SATs tests, EYFS profile or at the end of a unit of work in class. Summative tests help teachers in making end of key stage “best fit” assessments and are also of use in determining the overall subject level for pupil records.

Diagnostic: All assessments can provide evidence that identify gaps in an individuals’ learning. This information can then be used to inform planning for future learning.

Statutory Assessments

Assessment in the Foundation Stage

Children will be assessed on entry to school using the formal Reception Baseline Assessment (RBA) in Reception class (F2). Results are used to inform planning, set targets/flight paths and aid early identification of special needs. Ongoing assessments are carried out to ensure that the next steps in learning are appropriately planned in order to help children make progress.

At the end of the academic year in Reception (F2), children will be assessed using the Foundation Stage Profile, which is based on the teacher’s ongoing observations and assessments in the seven areas of learning. Each child’s typical developments and achievements are recorded in the profile and final judgments are made in the summer term. These judgements are shared with parents through a written report at the end of F2. They also support the staff in KS1 to support effective transition to the next phase of learning.

The primary purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS (F2). The profile describes each child’s attainment against the 7 prime areas of learning together with a short narrative about their learning characteristics.

The Phonics Screening Check: The phonics screening check is designed to confirm whether children have secured phonic decoding to an appropriate standard. All children in Year 1 in must take the phonics screening check in the Summer Term. Children in Year 2 must also take the check if they did not meet the required standard in Year 1. It will identify the children who need extra help to improve their decoding skills.

Assessment in Key Stage 1: Teacher assessment is the main focus for end of Key Stage 1 assessment and reporting and is carried out as part of teaching and learning. The statutory National Curriculum assessments must be administered to all eligible children during the month of May during their time in Y2. Children working in or around expected levels will take the assessment papers in reading, writing and mathematics. Spelling, Punctuation and Grammar (SPAG) is an optional test that we will take to inform KS2 planning for the next 4 years. The assessments are designed to help inform the final teacher assessment judgement reported for each child at the end of Key Stage 1. If teacher assessment and test results differ, the teacher assessment results should be reported, provided the judgement is based on an appropriate range of evidence from work completed in class. Teachers have to summarise their judgements on children’s attainment in relation to the National Curriculum expectations for each eligible child.

The aim is to reach a rounded judgement that:

- is based on knowledge of how a child has performed over time and across a range of contexts; and
- takes into account strengths and weaknesses of a child’s performance through the key stage.

They need to determine:

- attainment for reading, writing, maths, SPAG and speaking and listening.

Assessment in Key Stage 2

The multiplication tables check (MTC) is an online test used to determine whether pupils can recall their times tables fluently. It is taken by all pupils in Year 4 during the month of June and will enable us to identify those pupils who have not yet mastered their times tables, so that additional support can be provided.

The Key Stage 2 statutory National Curriculum assessments are designed to test children's knowledge and understanding of specific elements of the Key Stage 2 programmes of study. They provide a snapshot of a child's attainment at the end of the key stage. GPS (Grammar, Punctuation and Spelling), reading and mathematics tests are taken at the end of Year 6, in the Summer term. Writing composition is judged by teacher assessment.

The outcomes of these tests are used to:

- Give a measure of pupils' attainment
- Measure progress for each child from F2 to Y6 and Y2 to Y6
- Inform reports to parents
- Provide secondary transfer information
- Inform school self-evaluation in analysing the effectiveness of teaching and learning

Non-statutory Assessment

In addition to the statutory tests, other assessments are carried out throughout school as follows:

- Children in nursery are assessed on entry against the foundation stage 7 areas of learning
- Teachers assess children in reading, writing and maths at least twice- generally in February (to inform parental discussions) and June (to inform end of year reports)
- Further assessments may be taken at the end of October and at the beginning of January for certain year groups or vulnerable groups to identify areas of need and provide more effective/timely support where this is required
- Non- statutory past papers and internal assessments may be used to assess Reading and Maths, for all pupils except where statutory tests are taken
- Writing is assessed on a half termly basis and assessed on the progression of skills objectives for that term.
- In Y2 or Y6 we may try to help the children to prepare for the 'experience' of testing by holding mock assessments once each year
- Teachers deliver spelling and maths fluency tests as part of ongoing practice.

Using Assessment in the Classroom (see alongside Feedback and Marking)

Assessment during the lesson is a key element in enabling pupils to learn and should focus on pointing the way forward in learning. Both during and at the end of the lesson, the teacher:

- Assesses pupils' performance against the learning objectives through questions, discussion looking at written work and watching performance
- Provides purposeful and time efficient feedback to the pupil, which focusses on moving learning forward and targets specific learning gaps. Examples of how to improve may be made.
- Record, where appropriate, the individual pupils and groups not achieving the learning objectives and those exceeding expectations. The teacher uses the assessment information gained in the lesson to make changes to the lesson and learning objectives.

The feedback given should be effective by focusing on task, subject or self-regulation of the pupil and be considered in terms of impact on the workload of the teacher. Feedback and assessment around the foundation subjects will be mostly verbal and given at the point of teaching.

All statutory and non-statutory test and teacher assessment data is collated on an individual and cohort basis annually.

Data from all assessments will be used to set targets and facilitate tracking.

Information gathered from the Foundation stage profile is forwarded to the Local Authority and collated nationally.

Teachers' Individual Assessments

Teachers from Class 1 to Class 6 should also make additional assessments of their own in order to best promote learning in their class. It is important that all children should be given the opportunity to demonstrate what they know and can do. Pupils are assessed against the expected standards for their year group in every subject. A variety of assessment techniques are used, along with the following strategies:

- Interaction with pupils as they work by talking and posing questions.
- Observation of specific individuals, groups, processes, end product.
- Noting and analysis of errors, followed by appropriate intervention.
- Encouragement of reflection and self/group assessment

Reporting to Parents/Carers

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. There will be three opportunities across the year for parents to see their child's work- across the core curriculum- in great depth. Two of these will be at Parents' Evening consultation events in November (settling in and target setting) and March (progress and achievement update). This will ensure that we work in partnership with our community to support children to achieve their full potential. The third opportunity will be a 'drop in' session for parents to meet staff and look at work from across the curriculum.

In the EYFS parents receive updates about their child's progress through an online assessment tool called 'Tapestry' which is updated by staff regularly.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We also include a sheet where the child/family can offer their own evaluation of their performance during the year. In reports for pupils in F2, the Y1 phonics screen check, Y2, the Y4 multiplication tables check and Y6 we also provide details of the outcomes achieved in the national tests. In the reports for other pupils, we give national curriculum attainment and a comment on effort and progress for the last 12 months for reading, writing and maths.

Moderation, Continuity and Progression

All outcomes are moderated internally and externally to ensure that we can be confident in the accuracy of our assessments. We work with a pyramid of local schools to ensure that work samples and teacher judgements are accurate so that child can build on their prior attainment.

All staff will also be involved with moderation activities to ensure consistency between classes as children 'move up'. As children move from one class to another, it is important that best use is made of the previous teacher's knowledge of the children. In order to achieve this, transition meetings are held between 'sending' and 'receiving' teachers.

At these meetings:

- Children's individual educational needs are discussed
- 'Receiving' teachers collate end of year assessment data alongside the 'sending' teacher.
- Targets are set jointly by 'receiving' and 'sending' teacher for each child for the forthcoming year. SLT analyse these targets and make suggestions for more aspirational targets where they see fit as part of the school's improvement work.

Equal Opportunities and Inclusion

Children with Special Educational Needs and/or Disabilities (SEND) or those who receive additional funding due to their vulnerability should be identified through assessment and all of the personnel responsible for that child will pay high regard to the requirements of 'The Code of Practice' in ensuring the child receives his/her entitlement. Likewise, children who are working beyond their age related expectations will be sufficiently and appropriately challenged and supported to exceed. Pupils with significant or multiple needs may be exempt from assessments, as may those with emotional circumstances, at the discretion of the Head. The Head will seek advice from external agencies prior to making this decision. All children should have equal access to both formative and summative assessment in line with the school's overarching Equal Opportunities Policy.

Role and Responsibilities of the Assessment Leader

Our assessment leader is responsible for monitoring the implementation of this policy. Feedback will be given to the Headteacher, Governing Body and SLT as part of the ongoing cycle of monitoring. The assessment leader will:

- Formulate the school's policy relating to assessment in consultation with the Headteacher, staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and an up-to-date assessment cycle
- Maintain the 'tracking file' for whole school data and each separate cohort and consult with all staff about the targets set
- Highlight pupils who have made no progress or are working below expectations and communicate this with class teachers
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- In liaison with the Headteacher, report to Governors regarding the policy, statutory test results and cohort targets

Our approach across the annual cycle

Please see the document below.

Transition

Data and supporting information is shared with new teachers and leaders each year to support a child's progress between classes and key stages. Detailed transition meetings take place in all year groups with additional opportunities to stay and play for EYFS learners, building up their resilience and ability to independently access learning. The school works closely with local nurseries, settings and the local secondary (where 98% of our pupils go from Y7 onwards) to ensure that transition at all levels is effective. We also visit our former Y6 pupils each year at their new setting to help them to settle quickly and reach their potential in a new setting. Additional, bespoke transition work is always planned and carried out for pupils with SEND.

Autumn Term 2022	Spring Term 2023	Summer Term 2023
<p>SFP Docs completed by: 16th Sept</p> <p>Sp & L assessments by: 30th Sept</p> <p>RB assessments by 14th Oct (F2)</p> <p>Feedback to parents (settling in discussions) by: 20th Oct</p> <p>Y2 & 6 Assessment by: 18th Nov</p> <p>Y2 & 6 data drop on the Tracker by: 21st Nov</p> <p>Moderation of attainment/book scrutiny by: 25th Nov</p> <p>Y2 & 6 Pupil progress discussions by: 25th Nov</p> <p>Y1 Phonics progress/Y4 MTC update by 9th Dec</p> <p>SFP's reviewed and outcomes written by: 9th Dec</p>	<p>Phonics mock by: 27th Jan</p> <p>All curriculum assessments FS2-6 done by: 27th Jan</p> <p>Moderation of attainment/book scrutiny by: 27th March</p> <p>FS2-6 data drop on the tracker by: 10th Feb</p> <p>Pupil Premium documents updated by: 22nd Feb</p> <p>Feedback to parents (progress and attainment discussion) by: 23rd February</p> <p>Pupil progress discussions by: 28th Feb</p> <p>Co-ordinator subject attainment review by: 28th Feb</p> <p>SFP's reviewed and outcomes written by: 24th Mar</p>	<p>Y6 SATs completed by: 12th May</p> <p>KS1 SATs tests completed by 31st May</p> <p>All curriculum assessments Y1-6 done by: 9th June</p> <p>FS2 -Y6 data drop on the tracker by: 16th June</p> <p>Moderation of attainment/book scrutiny by: 16th June</p> <p>Phonics screen completed by: 16th June</p> <p>Pupil progress discussions by: 22nd June</p> <p>MTC completed by: 22nd June</p> <p>Feedback to parents (written reports) by: F1-Y2 6th July, Y3-6 7th July (to Lee one week before- 30th and 1st)</p> <p>Transition meetings and visits completed by: 7th July</p> <p>Pupil Premium documents updated by: 7th July</p> <p>Final review of SFP's by: 14th July</p> <p>Co-ordinator subject attainment review by: 15th July</p>

Springvale Primary School
Assessment Model and Timetables
2022/23 Key Dates

